

**COMPETENCIES TO BE TESTED:**

- ◆ Explain the concept of supply and demand
- ◆ Explain the nature of marketing research
- ◆ Explain the nature of demand analysis
- ◆ Explain the nature of sales forecasts
- ◆ Explain the nature and scope of international trade
- ◆ Predict market demand
- ◆ Explain types of risk
- ◆ Overall impression of student's skills and performance

**BRIEF DESCRIPTION OF EVENT:**

You will assume the role of a product-line manager. You will be making product placement recommendations to the marketing department. The evening prior to your scheduled role-play you will be provided with research data that you will need to analyze in an effort to make your recommendations to the marketing department.

**MATERIALS SUPPLIED:**

Notepaper

Research Data (**provided the evening prior to your scheduled role-play**)

**MATERIALS STUDENT SUPPLIES:**

Pen and Pencil

## STUDENT INSTRUCTIONS

1. The event will be presented to you in a Brief Description of the Event, Competencies To be tested and the Contest Sheet(s).
2. You will have **10 minutes** to review this information to determine how you will handle the role play situation and demonstrate the skills, knowledge and attitudes needed for this event.
3. You **may** take notes during the preparation that you **may** use in your presentation. Only notes taken during preparation time and the contest sheet can be used in the presentation. You will be provided paper or note cards.
4. You will have up to **10 minutes** to meet with a judge to role-play the situation.
5. You will be judged on how well you demonstrate the indicated competencies in this event. Double check the list of competencies to make sure you have included them in your presentation.
6. You are to give the correct ID label to the Adult Assistant, who will put it on the evaluation form before presenting it to the judge.
7. **You** will open the meeting or presentation in a professional business manner appropriate to your role-play.
8. You **must** turn in all notes and contest materials used in this event after you are done meeting with the judge. Do not share information about the event to anyone until after the total conference is over.
9. You **cannot use** any additional props, materials, poster board, business cards, name badges, sales slips, etc. that are not indicated for use in this event.

## **CONTEST**

You are one of ABC Distribution's product line managers. ABC Distribution is a distributor of refurbished, non-current, and obsolete consumer electronics products. All of the products that the company resells are obtained through original equipment manufacturers (OEM's), wholesalers, and retailers. Many of the products are new; some have been returned as a result of mechanical or manufacturing defect, others may be overstocks as a result of poor demand or obsolescence due to technology advances.

ABC Distribution's product line consists of--

- ◆ Television and video products
- ◆ Personal and commercial desktop, laptop, and notebook computers
- ◆ Personal electronic organizers
- ◆ Networking and other commercial communications devices
- ◆ Productivity and entertainment software
- ◆ Entertainment electronics utilized in video arcades
- ◆ Home and commercial telephones and telecommunications hardware

The company (ABC Distribution Inc.) contracts with vendors and negotiates bulk purchases on a dollar/cent per pound basis. The company then resells its products through direct mail marketing, regionally organized electronic sales, regionally organized auction type sales events, and an online web-store. During the past decade the company experienced tremendous sales success with its targeted market (late technology adopters and bargain hunters).

During the past year demand for ABC's product line has declined dramatically. Specifically, demand for personal and commercial desktop computer systems has been severely affected as a result of aggressive marketing and pricing in the market place. Domestically, ABC Distribution's inventory of computers is now outpacing market demand. Despite this, ABC Distribution has a contractual obligation with its vendors to buy their products.

The judge has instructed you to identify potential markets beyond the North American Continent that would allow you to move/dump your aging inventory. You will be meeting with them in their office. **You** should begin the presentation.

ABC's research department has gathered the following info/data (data sheet) for you.

1. What additional information do you need to make this decision?
2. Can you make a recommendation based on the information available?
3. Which countries did you eliminate based on the data/information and why?

***Data/Info that you will need to analyze for the role-play***

*Note—Data is not reported for some countries therefore, do not assume that it does not exist*

Academic Attainment  
SELECTION

Rank	Country	Population Age 25 & Over with Third Level Education (%)
32	Greece	7.40
38	Venezuela	7.00
39	Argentina	6.90
58	Italy	4.10
61	Turkey	3.90
80	India	2.50

Source: UNESCO Statistical Yearbook  
The selection makes up 3.86 % of the total

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GNP Per Capita  
SELECTION

Rank	Country	GNP per Capita (\$)
4	Denmark	26580
10	France	23470
15	Italy	19270
31	Argentina	8060
33	Greece	7710
56	Venezuela	2760
64	Turkey	2450
69	Belarus	2160
136	India	310
156	Chad	100

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Home Ownership  
SELECTION

Rank	Country	Home Ownership (%)
9	India	86.30
33	Argentina	78.00
36	Turkey	77.20
55	Venezuela	75.80
51	Greece	73.10
99	Italy	58.90
108	France	54.40
110	Denmark	53.80

Source: UN Construction Statistics Yearbook  
The selection makes up 6.22 % of the total

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Dwellings With Electric Lights  
SELECTION

Rank	Country	Homes with Electricity (%)
4	Denmark	100.00
15	Italy	99.00
43	Venezuela	89.80
45	Greece	89.00
49	Argentina	86.80
75	Turkey	56.80
89	India	42.40

Source: UN Construction Statistics Yearbook  
The selection makes up 7.04 % of the total

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Average Annual Rate Of Inflation  
SELECTION

Rank	Country	Average Inflation Rate
4	Argentina	317.20
8	Belarus	137.80
26	Turkey	65.80
37	Venezuela	36.60
64	Greece	15.50
83	India	9.70
97	Italy	6.20
140	France	2.90
139	Denmark	2.90
151	Chad	1.80

Source: World Development Report

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Annual Population Growth Rate  
SELECTION

Rank	Country	Population Growth Rate 1985-1994 (%)
67	Venezuela	2.50
74	Chad	2.30
88	Turkey	2.10
93	India	2.00
112	Argentina	1.40
150	France	0.50
152	Greece	0.50
168	Belarus	0.20
174	Italy	0.10
173	Denmark	0.10

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**Judge Role Play Characterization and  
Specific Questions (With Answers/Possible Solutions)  
to be Asked By The Judge**

You are the owner of ABC Distribution Inc. ABC Distribution is a distributor of refurbished, non-current, and obsolete consumer electronics products. All of the products that the company resells are obtained through original equipment manufacturers (OEM's), wholesalers, and retailers. Many of the products are new; some have been returned as a result of mechanical or manufacturing defect, others may be overstocks as a result of poor demand or obsolescence due to technology advances.

**ABC Distribution's product line consists of :**

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ABC Distribution Inc. contracts with vendors and negotiates bulk purchases on a dollar/cent per pound basis. The company then resells its products through direct mail marketing, regionally organized electronic sales, regionally organized auction type sales events, and an online web-store. During the past decade the company experienced tremendous sales success with its targeted market (late technology adopters and bargain hunters).

During the past year demand for ABC's product line has declined dramatically. Specifically, demand for personal and commercial desktop computer systems has been severely affected as a result of aggressive marketing and pricing in the market place. Domestically, ABC Distribution's inventory of computers is now outpacing market demand. Despite this, ABC Distribution has a contractual obligation with its vendors to buy their products.

You (the judge) instructed your sales and product line manager (the student) to identify potential markets beyond the North American Continent that would allow you to move/dump your aging inventory. The student should begin the presentation.

ABC's research department has gathered the following info/data (data sheet) for you.

**1. What additional information do you need to make this decision?**

Culture & Values

Population Count Age Distribution, and Density

Annual Income per capita

Infrastructure such as electrical, roads, communications

Urban and rural data

Etc.

- 2 Can you make a recommendation based on the information available?

No—Data available provides a basic direction. However, we need more information relative to culture, language, infrastructure, etc.

- 3 Which countries did you eliminate based on the data/information and why?

Chad, & Belarus



## **JUDGE RATING INSTRUCTIONS**

### **Evaluation Form Information**

Each student is to be effectively evaluated on their ability to perform specific competencies found on the evaluation form.

### **Evaluation Form Interpretation**

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your adult assistant and other judges to ensure common understanding for judging consistency.

<b>Level of Evaluation</b>	<b>Interpretation of Level</b>
<b>Exceeds Expectations</b>	Participant demonstrated the competency in a professional manner; exceeds standards of what is expected of a marketing education high school student. There could be limited need for additional training.
<b>Meets Expectations</b>	Participant demonstrated the competency in an acceptable and effective manner; meets at least minimal standards of what is expected of a marketing education high school student. There would probably be some need for limited training.
<b>Below Expectations</b>	Participant demonstrated the competency with limited effectiveness; their performance generally fell below minimal standards expected of a high school marketing education student; substantial training would be a requirement to improve their performance.
<b>Missed</b>	Participant demonstrated the competency with little effectiveness or not at all; a great deal of formal training would be an immediate need, perhaps this person should seek other employment.

PLACE LABEL HERE

Total Points Earned \_\_\_\_\_

Judge Initials \_\_\_\_\_

## EVALUATION

### 1. Explain the concept of supply and demand

Did the student identify the connection between supply & demand and potential markets abroad?

Missed	Below Expectations	Meets Expectations	Exceeds Expectations
4 5	6 7	8 9	10
The student did not cover this competency.	The student implied that there might be a connection between supply & demand and potential markets abroad.	The student identified the connection between supply & demand and potential markets abroad.	The student clearly identified and discussed the connection between supply & demand and potential markets abroad.

### 2. Explain the nature of marketing research

Did the student demonstrate and utilize the provided information and data?

Missed	Below Expectations	Meets Expectations	Exceeds Expectations
4 5	6 7	8 9	10
The student did not cover this competency.	The student had little knowledge of the provided information and data.	The student demonstrated knowledge of the provided information and data.	The student demonstrated and utilized the provided information and data effectively.

### 3. Explain the nature of demand analysis

Did the student identify a correlation between the data provided and potential demand given the data?

Missed	Below Expectations	Meets Expectations	Exceeds Expectations
4 5	6 7	8 9	10
The student did not cover this competency.	The student implied that there might be a correlation between the data provided and potential demand.	The student identified a correlation between the data provided and potential demand utilizing the data.	The student identified a pointed out the correlation between the data provided and potential demand utilizing the data.

### 4. Explain the nature of sales forecasts

Did the student speculate on the potential sales volume based on the provided data?

Missed	Below Expectations	Meets Expectations	Exceeds Expectations
4 5	6 7	8 9	10
The student did not cover this competency.	The student implied that potential sales exist in the identified market.	The student suggested that potential sales exist in the identified market.	The student suggested that potential sales exist in the identified market place based on the data provided.

**5. Explain the nature and scope of international trade**

Did the student demonstrate knowledge about the international marketplace?

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>7</b>	<b>8 9 10</b>	<b>11 12 13</b>	<b>14 15</b>
The student did not cover this competency.	The student demonstrated little knowledge about the international marketplace.	The student demonstrated knowledge about the international marketplace.	The student demonstrated exemplary knowledge about the international marketplace.

**6. Predict market demand**

Did the student produce evidence that demand or lack of demand existing in the identified markets?

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>7</b>	<b>8 9 10</b>	<b>11 12 13</b>	<b>14 15</b>
The student did not cover this competency.	The student suggested that demand or lack of demand exists in the identified markets.	The student produced evidence that demand or lack of demand exists in the identified markets.	The student produced solid evidence that demand or lack of demand exists in the identified markets

**7. Explain types of risk**

The student identified relevant risks involved in moving product through international sales channels?

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>7</b>	<b>8 9 10</b>	<b>11 12 13</b>	<b>14 15</b>
The student did not cover this competency.	The student suggested that their may be risks involved in moving product through international sales channels	The student identified some relevant risks involved in moving product through international sales channels.	The student identified most of the potential risks involved in moving product through international sales channels

**8. Overall impression of student's skills and performance**

Did the student conduct himself/herself in a professional business manner? Did the student demonstrate the skills needed to solve the problem? Did the student demonstrate effective presentation skills?

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>7</b>	<b>8 9 10</b>	<b>11 12 13</b>	<b>14 15</b>
The student did not cover this competency.	Inconsistent professionalism, limited understanding of problem, uneven presentation skills	Good evidence of professionalism, presentation and problem solving skills were acceptable, needs training to fine-tune skills	Strong evidence of professionalism, very effective presentation and problem solving skills, very good overall impression

## **GENERAL WORKPLACE COMPETENCIES TO BE TESTED:**

- Communications--the ability to exchange information and ideas with others through writing, speaking, reading and writing.
- Analytical Skills--the ability to derive facts from data, findings from facts, conclusions from findings and recommendations from conclusions.
- Production--the ability to take a concept from an idea and make it real.
- Teamwork--the ability to be an effective member of a productive group.
- Priorities and Time Management--the ability to determine priorities and manage time commitments.
- Economic Competencies
- The ability to interpret financial statements.

## **SPECIFIC CONTENT COMPETENCIES TO BE TESTED:**

Open the sales presentation.  
Explain company's selling policies.  
Explain the services and terms being advertised by competitors.  
Question for information.  
Use feature \ benefit selling.  
Handle customer objections.  
Close the sale.  
Explain follow up techniques.

## **BRIEF DESCRIPTION OF EVENT:**

You will play the role of a sales team for your business presenting a new type of advertising service to a manager of a popular grocery chain. It is your job to get the manager to buy this new advertising service.

## **MATERIALS SUPPLIED:**

Notecards

## **MATERIALS STUDENT SUPPLIES:**

Pen and Pencil Optional - Laptop Computer with Battery Pack

## TEAM INSTRUCTIONS

1. The event will be presented to team members in a Brief Description of the Event, Competencies To Be Tested and through the Case Study.

The team will have **30 minutes** to study the situation, to organize their analysis using a management decision-making format and to plan the team presentation.

2. You **may** take notes on the provided notecards or on the laptop computer. You may also make a poster during the preparation, which you **may** use in your presentation. Only notes taken and poster created during preparation time can be used in the presentation. You will be provided note paper or note cards.

3. Team members will meet with the judges for **15 minutes**. They will have **up to 10 minutes** to present an analysis and decisions with supporting rationale. The judges will use the remaining **5 minutes** for questions.

4. All members of the team must participate in the presentation and must also respond to questions from the judges.

5. A team member is to give the correct ID label to the Adult Assistant, who will put it on the evaluation form before presenting it to the judge.

6. **The team** will open the meeting in a professional business manner appropriate to the situation.

7. Team members **must** turn in all notes and case study materials when finished with the presentation. Do not share information about the event to anyone until after the total conference is over.

8. Team members can bring printed reference materials to refer to during the preparation time. The reference materials cannot be taken into the meeting with the judges. No additional props or materials of any kind can be used.

9. You may use a laptop computer during your preparation and presentation time. You must provide the laptop and a battery pack. No electrical outlets will be provided. No computer set-up time will be provided. **NOTE:** the use of a computer will not influence the judges nor will it be reflected on your evaluation form.

## **CASE STUDY**

A new baseball franchise, The Darboy Diamonds have just announced their acceptance into the National Baseball League. Construction of the new stadium has already begun. Your sales team has been assigned to sell arena signage to potential customers. The new franchise is selling the signage space to businesses in a way never before attempted by the Sports Marketing Industry.

***Carefully Read the Following:***

### **Advertising Package Currently Used**

In the past, companies would buy a space in certain locations and their advertisements would be visible throughout the game. Prices in the current industry range from \$ 5,000.00 - \$10,000.00 for a sign location. Price is determined by location of the signs. The higher end prices consist of out field and behind home plate locations. These locations are exposed to the stadium fans and to the people watching television at home. Locations that are in the lower price range include the concourse area, bathrooms, and concession areas. Most stadiums do not have a limit on the amount of signage and any businesses can purchase.

### **New Advertising Package**

**The Darboy Diamond's package will include the following:**

- One half- inning of advertising at every home game on all 5 rotating signs.  
The package offers the sponsor signage simultaneously on all rotating signs for the same half inning during every game. Businesses will be able to track incoming phone calls to a number being advertised only in the stadium. This will allow companies track effectiveness of advertisements.
- Program advertising. (Each game the business gets a half page)
- Public address announcements during the game.
- 3 times during baseball game the radio announcer will mention the business.
- 4 season tickets for the sponsor
- The Diamonds are using an additional step to aid in sponsor recognition. The Diamonds are implementing a "Name the Sponsor Contest" to be conducted in the ninth inning of every home game. Each game program will include a quarter page ad in which fans can keep track of which sponsor is advertising during each half-inning. At the end of the game, a fan will be asked to name five of the sponsors. If the contestant gives five correct answers he or she will receive two box seats to a Diamond game.
- Total cost of the new advertising package is \$45,000.00 per season.

**The package includes everything listed above.**

**Why the team is changing to this new package**

- The owners will be able to track effectiveness of advertisements in the stadium.
- Companies that chose this package will be part of an exclusive group.
- There will not be as many companies competing for viewer attention
- The team will be able to give businesses more of their attention, thus creating stronger relationships and better customer service.

**Your Job as the Sales Team for the Darboy Diamonds**

Your team has set up sales meeting with the regional manager (The Judge) of a grocery store chain called, Holland's. Holland's has a reputation of extreme and effective marketing techniques that have a tendency to set trends in the local advertising industry. It is your job to sell your new ad package to the Holland's manager.

***You will begin and end the presentation appropriately***

**You will need to do the following during your presentation:**

Students need to create a sales plan to sell the new advertising package to the Holland's regional manager (the judge).

- Students should open the sales presentation.
- Students need to explain the product.
- Students need to probe the manager (judge) for questions.
- Students should use feature and benefit selling.
- Students need to handle any objections the manager (judge) might have.
- Students need to close the sale.
- Students should address the follow up to the sale of the package.
- Students need to address that this new package is something that has never been done before. The new package cost is more expensive then the traditional advertising package. (\$45,000 compared to the traditional \$ 5,000 - \$10,000 ). The student's sales presentation should take this consideration and use it to plan their sales strategy.

## **JUDGE CASE STUDY CHARACTERIZATION WITH SPECIFIC QUESTIONS TO BE ASKED, AND POSSIBLE SOLUTIONS.**

Your role in this event will be that of a regional manager for a grocery store called Holland's. The Sales Team from a new Major League Baseball Team has asked you to a sales meeting in an attempt to sell you advertising space in their stadium. This advertising package is a new concept that is considerably more expensive than the traditional way of buying signage. Holland's has a reputation of extreme and effective marketing practices so you are more than willing to listen to their proposal. At the end of the student presentation you will either buy the new advertising package or tell the sales team that you will have to think about your decision.

**The following questions need to be asked of each team:**

1. Why is the cost for this package so expensive?
2. Why do you feel that this type of advertising will reach my target market?
3. How will we be able to monitor results?
4. What advantages will this type of advertising give me over my competition?
5. How can we evaluate whether this new package will benefit our company?

**Possible Solutions:**

**The following are what students should use as the benefits for the new advertising package.**

1. The owners will be able to track the effectiveness of advertisements in the stadium.
2. Companies that chose this package will be part of an exclusive group.
3. There will not be as many companies competing for viewer attention
4. The team will be able to give businesses more of their attention, thus creating stronger relationships and better customer service.
5. Students need to ask for a commitment to close the sale.

**Students should put together a sales presentation that addresses the following steps of the sale.**

1. Opening – did the students introduce themselves properly? Was the students' transition into the sales presentation done effectively?
2. Did the students explain their advertising package and how it differed from the traditional way of stadium advertising?
3. Did students question the sales manager for information?
4. Did the Students use feature and benefit selling?
5. Did students handle objections in a positive way?
6. Did students close the sale?
7. Did students address the follow up procedure to the sale?



## **JUDGE RATING INSTRUCTIONS**

### **Evaluation Form Information**

Each team is to be evaluated on their ability to perform specific competencies found on the evaluation form.

### **Evaluation Form Interpretation**

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your adult assistant and other judges to ensure common understanding for judging consistency.

<b>Level of Evaluation</b>	<b>Interpretation of Level</b>
<b>Exceeds Expectations</b>	Team presented information in a very effective manner; exceeds standards of what is expected of a marketing education high school student. There could be a limited need for additional training but generally little more could be expected.
<b>Meets Expectations</b>	Team presented information in an effective manner; meets standards of what are expected of a marketing education high school student. Though there could be a few problems or omissions, they are not significant.
<b>Below Expectations</b>	Team presentation was adequate and minimally met the standards expected of a high school marketing education student. You knew they had a general grasp of the problem and solution but may have lacked supporting rationale or completeness.
<b>Missed</b>	Team presentation had a major flaw, which damaged the effectiveness of their presentation. There could have been a major omission, serious misstatements or any other major flaw.

**EVALUATION****1.. OPENING** Presented a professional introduction and smooth transition into the sales presentation.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Team did not use an effective opening.	Team used an opening that was acceptable.	Team had a pretty good opening.	Team did an outstanding job opening the sales presentation.

**2. PRESENTATION** Students explained company's selling policies.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Team did not explain company's selling policies.	Team made reference to company selling policies.	Team explained company's selling policies.	Team explained in detail their company's selling policies related to the new advertising package.

**3. PRESENTATION** Demonstrated terms and services used by competitors.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Did not present information on competitors advertising packages.	Team acknowledged that competitor packages were available.	Team stated that competitors could offer ad packages but not as effective as their package.	Team presented information about competitors packages and gave information on how their package would benefit their customers in relation to competitors.

**4. PRESENTATION** Demonstrated Questioning by probing and asking customer information.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Team did not ask any questions	Team asked one question.	Team asked several questions.	Team asked several questions and used the information to enhance their sales presentation.

**5. PRESENTATION** Showed Feature and Benefits of product or service.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Did not show Feature or Benefits of product or service.	Team explained one feature or benefit of product or service.	Students showed several feature and benefits of the product or service.	Students showed several feature and benefits of the product or service and related the features and benefits to customer.

**6. PRESENTATION** Demonstrated the ability to handle objections.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Did not handle objections effectively.	Acknowledged objection but did come up with a solution to objection.	Handled objection and came up with a possible solution.	Handled objections with supporting facts and honesty.

**7. Presentation** Effectively closed the sale.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>3 4</b>	<b>6</b>
Did not make an attempt to close the sale.	Made an attempt to close the sale but did not pursue a commitment.	Closed the sale by getting a confirmed yes.	Closed the sale in a professional manor and if there were any objections effectively handled them to finish the transaction.

**8. Presentation** Explained follow up technique

**Sports and Entertainment Marketing  
Case Study #2**

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Did not make an attempt to explain how the company would follow up with client.	Acknowledged that there would be some type of feedback on the product or service by their company.	Explained to customer follow-up policy of the company.	Explained in detail to customer how the company would follow up on the satisfaction of the product or service. Answered all questions that customer had on any follow-ups.

**9. PRESENTATION**      Organization of ideas

<b>Missed</b>	<b>ADEQUATELY DONE</b>	<b>WELL DONE</b>	<b>EXCEPTIONALLY WELL DONE</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Unable to organize thoughts and ideas.	Demonstrated a somewhat organized thought process.	Organization was clear and concise.	Exceptional organization and was able to visualize results.

**10 . PRESENTATION**      Effective participation of team members

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10</b>
Team did not show evidence of working together.	Team showed some evidence of working together.	Team did a nice job of working together and shared responsibilities.	Both members actively participated and understood where each other was coming from.

**11. PRESENTATION**      Overall general impression

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10</b>
Poor professionalism needs substantial training for improvement.	Inconsistent professionalism limited understanding of problem, uneven presentation skills.	Good evidence of professionalism, presentation and problem solving skills were acceptable, needs training to fine-tune skills.	Strong evidence of professionalism, very effective presentation and problem solving skills, very good overall impression.

**12. CONCLUSION**      Used given facts effectively.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10</b>
Team did not utilize information given.	Team was aware of facts given but not real sure on how to use them.	Team did a nice job presenting facts to assist in solving problem.	Team did a great job picking up on facts and uses them to correct situation.

**13. CONCLUSION**      Demonstrates effective use of sound reasoning.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2 3</b>	<b>4 5</b>	<b>6</b>
Team did not demonstrate effective reasoning skills.	Team demonstrated some use of reasoning skills.	Team demonstrated the ability to rationalize and analyze information and facts in their solution of problem.	Team demonstrated outstanding competence in rationalizing and analyzing information and facts in their solution of problem.

**14. CONCLUSION**      Shows understanding of the chosen occupational area.

<b>Missed</b>	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10</b>
Team showed no evidence of competence in this area.	Team showed some evidence of competence in this area.	Team understood occupational area but needs some additional experience in this field, needs to fine tune occupational area.	Team could work successfully work in and relate to this occupational field at this time.